



# AMICAL 2020

## The Essential Elements of Digital Literacies





**moz://a**



**Dr. Doug Belshaw**

<https://doughbelshaw.com>

<https://weareopen.coop>



# Overview

I: Problematising

II: Power

III: Plurality

IV: Process Model

V: Parting Shots

# PART I

Problematizing

“From a sociocultural perspective, there is not just *literacy*. Rather, there are very many qualitatively different social practices of reading and writing, and many different conceptions of what is involved in reading and writing. There are very many cultures in which people read and write. Individuals move in and out of multiple ways of reading and writing. **In other words, there are very many *literacies*.**”

- Lankshear & Knobel (2017), ‘Digital Literacy and Digital Literacies: Policy, Pedagogy and Research Considerations for Education’ (*Nordic Journal of Education*)



<https://www.idunn.no/dk>

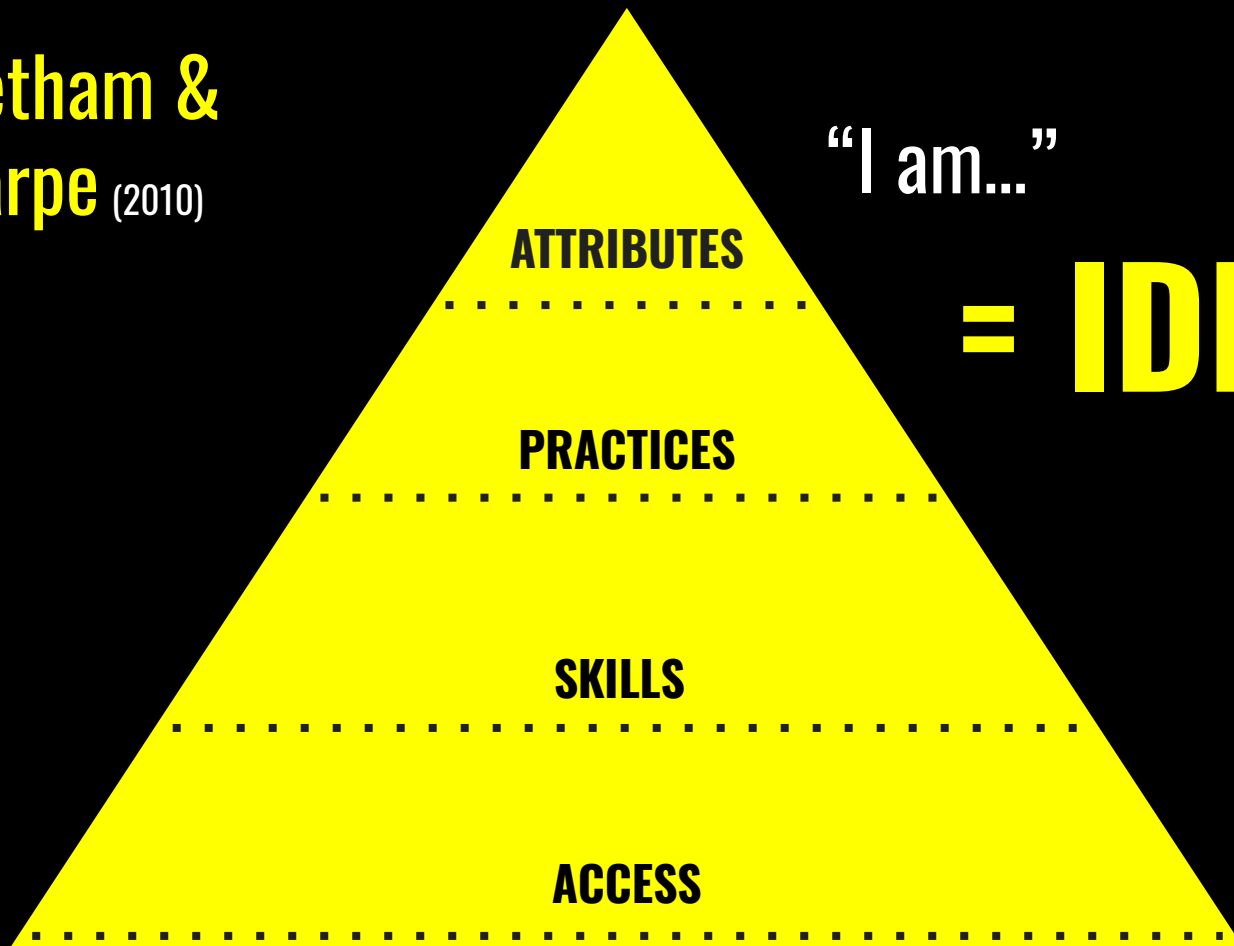
“Digital literacy is really digital *literacies*. Indeed [everything] that is named... as a discrete <<skill>> splinters into multiple social practices . **There are many different social practices and conceptions. These vary according to how people <<identify>> themselves...**”

- Lankshear & Knobel (2017), ‘Digital Literacy and Digital Literacies: Policy, Pedagogy and Research Considerations for Education’ (*Nordic Journal of Education*)

# Beetham & Sharpe (2010)



**Beetham &  
Sharpe** (2010)



“I am...”

**= IDENTITY**

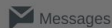
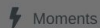
**“Digital literacies present significant challenges to policy, pedagogy, and research in relation to education.** In our view, facing and meeting these challenges begins from ensuring that digital literacy does not become the post-tyographic equivalent of functional literacy from the world of print.”

- Lankshear & Knobel (2017), ‘Digital Literacy and Digital Literacies: Policy, Pedagogy and Research Considerations for Education’ (*Nordic Journal of Education*)

# PART II

Power

# What are people really saying when they say something is a 'literacy'?



Search Twitter



**EDTECH HULK**  
@EDTECHHULK

Following

HULK THINK YOU CAN PUT "LITERACY"  
AFTER ANYTHING AND MAKE PEOPLE  
TAKE IT MORE SERIOUS! DIGITAL  
LITERACY! MOBILE LITERACY! HULK  
LITERACY!

RETWEETS  
30

LIKES  
8



9:03 PM - 11 Apr 2011



30

8



Tweet your reply



**EDTECH HULK**

@EDTECHHULK

HULK SMASH PUNY LAPTOP! NEED  
BIGGER KEYBOARD!

📍 FRONT OF COMPUTER, WHERE ELSE?

🔗 [pinterest.com/edtechhulk/](https://pinterest.com/edtechhulk/)

📅 Joined January 2011

## Trends

#mondaymotivation #IFGS2017 #NationalGardeningWeek #UKSG17 #UKCoffeeWeek  
Libor #ATLConf17 #seaconuk17 Great Barrier Reef

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© 2017 Twitter About Help Center Terms  
Privacy policy Cookies Ads info



via @jgmac1106

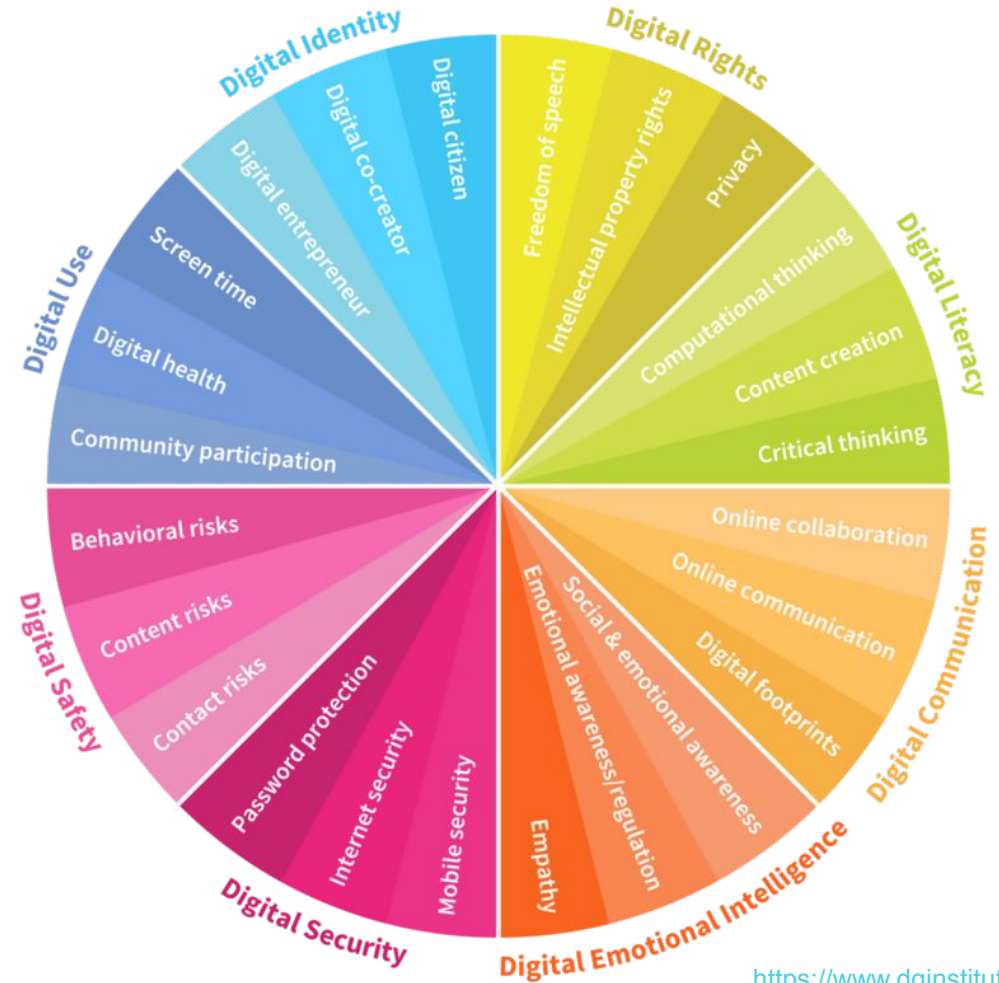


Digital literacy is about...

**POWER**

(just like all other forms of literacy)

# Is this any good?



There's a dazzling, swirling myriad frameworks - most of which look appealing for one reason or another.



We shouldn't take each framework at face value, merely admiring the finished article.



Popular frameworks are often **beautiful** to behold - like raindrops on roses and whiskers on kittens



CC0 Axel Antas-Bergkvist



CC0 Pacto Visual

Most frameworks have a rigid order to them. They look like lots of research has gone into them.



Unless you roll your sleeves up and **get your hands dirty**, it can be difficult to apply existing frameworks.



The power of frameworks comes in their application. We must peek behind the scenes where things can look messy.



An often-undervalued key feature of the web is that it's possible to '**view source**' on web pages.



Staff & Students

Quick Links



UK

QUEEN'S UNIVERSITY BELFAST

START SOMETHING  
AMAZING



Back	Alt+Left Arrow
Forward	Alt+Right Arrow
Reload	Ctrl+R
Save as...	Ctrl+S
Print...	Ctrl+P
Cast...	
Translate to English	
View page source	Ctrl+U
Inspect	Ctrl+Shift+I

Most people who use the web don't look at the source code of websites. But it's important that we can.

```
1 <!doctype html>
2 <!--[if lt IE 7]>      <html class="no-js lt-ie9 lt-ie8 lt-ie7" lang="en"> <![endif]-->
3 <!--[if IE 7]>         <html class="no-js lt-ie9 lt-ie8" lang="en"> <![endif]-->
4 <!--[if IE 8]>         <html class="no-js lt-ie9" lang="en"> <![endif]-->
5 <!--[if gt IE 8]><!--> <html class="no-js" lang="en"> <!--<![endif]-->
6
7 <!--Site Config for QUB Homepage Main Navigation-->
8
9 <head>
10
11 <meta charset="utf-8">
12 <meta http-equiv="X-UA-Compatible" content="IE=edge">
13 <title>Home | Queen's University Belfast</title>
14 <meta name="keywords" content="Queen's University Belfast, QUB, University, Russell Group, UK University, UK universities, Belfast, queens belfast, university in ni, education,
research, undergraduate, postgraduate, international, Northern Ireland, Irish universities, Top 1% university, " />
15 <!-- meta description -->
16 <meta name="description" content="A prestigious Russell Group UK university, Queen's University is respected across the globe as a centre of teaching excellence and innovative
research." />
17 <!-- meta keywords-->
18 <meta name="robots" content=""><!-- navigation object : Meta - robots -->
19 <meta name="viewport" content="width=device-width, initial-scale=1.0">
20 <link href="/home/media/Media,512546,en.ico" rel="shortcut icon" type="image/vnd.microsoft.icon" />
21 <link rel="apple-touch-icon-precomposed" href="" />
22
23 <!-- Production CSS -->
24 <!--<link href="/home/media/Media,722483,en.css" rel="stylesheet">--><!-- Page Layouts/Production/css/main-core.css -->
25 <link href="/home/media/Media,748498,en.css" rel="stylesheet">
26
27 <!-- load jquery & jqueryui JS from CDN -->
28 <script src="/js/jquery/1.11.3/jquery.min.js"></script>
29
30 <!--Production JS-->
31 <script src="/home/media/Media,512560,en.js"></script><!-- ABSOLUTE - main.min.js -->
32 <script src="/home/media/Media,515475,en.js"></script><!-- QUB js functions(collated) -->
33 <script src="/home/media/Media,737459,en.js"></script><!-- Header Drawer Functionality January 2017| Page Layouts/Developments/js -->
34 <script type="text/javascript" src="/home/media/Media,530650,en.js"></script><!-- BS Carousel | Page Layouts/Production/js/vendor -->
35 <script src="/home/media/Media,546934,en.js"></script><!-- QUB Mobile Header Transitions | Page Layouts/Production/js/vendor -->
36 <script type="text/javascript" src="/home/media/Media,523880,en.js"></script><!-- Main Menu Core JS (WITH ICONS) | Page Layouts/Production/Modules/MMenu -->
37 <script type="text/javascript" src="/home/media/Media,748426,en.js"></script><!-- Page Layouts/Production/js/cookie control -->
38
39 </head>
40
41 <body>
42
43
44
45 <!-- Google Tag Manager -->
46 <noscript><iframe src="//www.googletagmanager.com/ns.html?id=GTM-M9BRBF"
47 height="0" width="0" style="display:none;visibility:hidden"></iframe></noscript>
48 <script>(function(w,d,s,l,i){w[l]=w[l]||[];w[l].push({'gtm.start':
```

Sadly, many frameworks **don't allow** you to see how they were made. There's no 'view source'.



Every organisation's **context** is different. You're painting with different brushes and with a different palette.



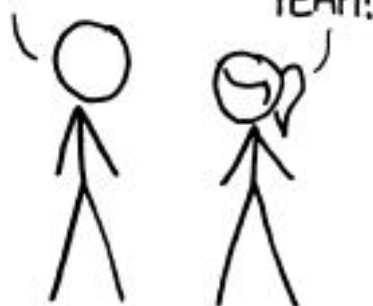
You can't just take something **off the shelf** and expect it to work just because it *looks* good and well-researched.



HOW STANDARDS PROLIFERATE:  
(SEE: A/C CHARGERS, CHARACTER ENCODINGS, INSTANT MESSAGING, ETC.)

SITUATION:  
THERE ARE  
14 COMPETING  
STANDARDS.

14?! RIDICULOUS!  
WE NEED TO DEVELOP  
ONE UNIVERSAL STANDARD  
THAT COVERS EVERYONE'S  
USE CASES.



YEAH!

SOON:

SITUATION:  
THERE ARE  
15 COMPETING  
STANDARDS.

# PART III

Plurality



digital |



- digital **spy**
- digital **spy forums**
- digital **camera**
- digital **photo frame**

Press Enter to search.

Digital literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.

Digital Literacy is important in education, the workforce and generally for every internet user.

Digital Literacy is one component of Digital Citizenship.

Digital literacy is when students can manipulate and evaluate data to construct their own meaning.

Digital literacy is using technologies to find, use and disseminate information.

Digital literacy is the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies.

Digital literacy is a process, not a tool.

Digital literacy is critical to the development of UK further and higher education as digital technologies provide new opportunities to enhance teaching, learning, research and the management of organisations.

Digital Literacy is essential reading for students, researchers, writers, investors, and anyone who intends to use the bountiful resources available on-line to bolster their work.

Digital literacy is the means by which our students can access and gain fluency in the core skills we already teach: comprehension, synthesis, rhetoric, and argument.

Digital literacy is about many things, not just digitization projects.

Digital literacy is an essential part of job-readiness, socialization and independence.

Digital literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.



**One definition to rule them all?**

“Digital literacy is a  
**condition**, not a  
threshold.”

Martin, A. (2006). A european framework for digital literacy. *Nordic Journal of Digital Literacy*, 02-2006.

~~Digital literacy~~

Digital literacies

It's all about  
**CONTEXT**

Digital literacies are  
**SOCIALLY  
NEGOTIATED**

**Cu**

Cultural

**Cr**

Creative

**Cn**

Constructive

**Co**

Communicative

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

**Cf**

Confident

**Cg**

Cognitive

**Ct**

Critical

**Ci**

Civic

**Cu**

Cultural

**Cr**

Creative

**Cn**

Constructive

**Co**

Communicative

**EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

**FOUR SKILLSETS**

Thanks to Ted Parker (@MrTedP) for suggesting this grouping

# FOUR MINDSETS

## EIGHT ESSENTIAL ELEMENTS OF DIGITAL LITERACIES

**Cf**

Confident

**Cg**

Cognitive

**Ct**

Critical

**Ci**

Civic

**ANTI-FRAMEWORK**

**Cu**

Cultural

**Cr**

Creative

**Cn**

Constructive

**Co**

Communicative

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

“The nature of literacy in a **culture** is repeatedly redefined as the result of technological changes.”

- Hannon (2000)

**Cu**

Cultural

**Cr**

Creative

**Cn**

Constructive

**Co**

Communicative

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

“The **creative** adoption of new technology requires teachers who are willing to take risks... a prescriptive curriculum, routine practices... and a tight target-setting regime, is unlikely to be helpful.”

- Conlon & Simpson (2003)

**Cu**

Cultural

**Cr**

Creative

**Cn**

Constructive

**Co**

Communicative

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

“[Digital literacy is] the awareness, attitude and ability of individuals to appropriately use digital tools...in order to enable **constructive** social action.”

- DigEuLit project (2006)

**Cu**

Cultural

**Cr**

Creative

**Cn**

Constructive

**Co**

Communicative

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

“Digital literacy must therefore involve a systematic awareness of how digital media are constructed and of the unique 'rhetorics' of interactive **communication**.”

- Buckingham (2007)

“Modern society is increasingly looking to [people] who can **confidently** solve problems and manage their own learning throughout their lives, the very qualities which ICT supremely is able to promote.”

- OECD (2001)

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

**Cf**

Confident

**Cg**

Cognitive

**Ct**

Critical

**Ci**

Civic

“Functional internet literacy is not the ability to use a set of technical tools; rather, it is the ability to use a set of **cognitive** tools.”

- Johnson (2008)

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

**Cf**

Confident

**Cg**

Cognitive

**Ct**

Critical

**Ci**

Civic

“Once we see that online texts are not exactly written or spoken, we begin to understand that cyberliteracy requires a special form of **critical** thinking. Communication in the online world is not quite like anything else.”

- Conlon & Simpson (2003)

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

**Cf**

Confident

**Cg**

Cognitive

**Ct**

Critical

**Ci**

Civic

“The ability to understand and make use of ICT - digital literacy - is proving essential to employment success, **civic** participation, accessing entertainment, and education.”

- Mehlman (2007)

## **EIGHT ESSENTIAL** ELEMENTS OF DIGITAL LITERACIES

**Cf**

Confident

**Cg**

Cognitive

**Ct**

Critical

**Ci**

Civic

DEFINITIONS  
USING THE RIGHT  
INFORMATION TO  
MAKE INFORMED  
DECISIONS

**Critical**  
(mindset)

Not wanting  
to be  
consumed  
by  
technology

**Creative**  
(skillset)

Mixing up personal and  
rest of world's resources to  
create what you want

Think these through and **define**  
them with colleagues!

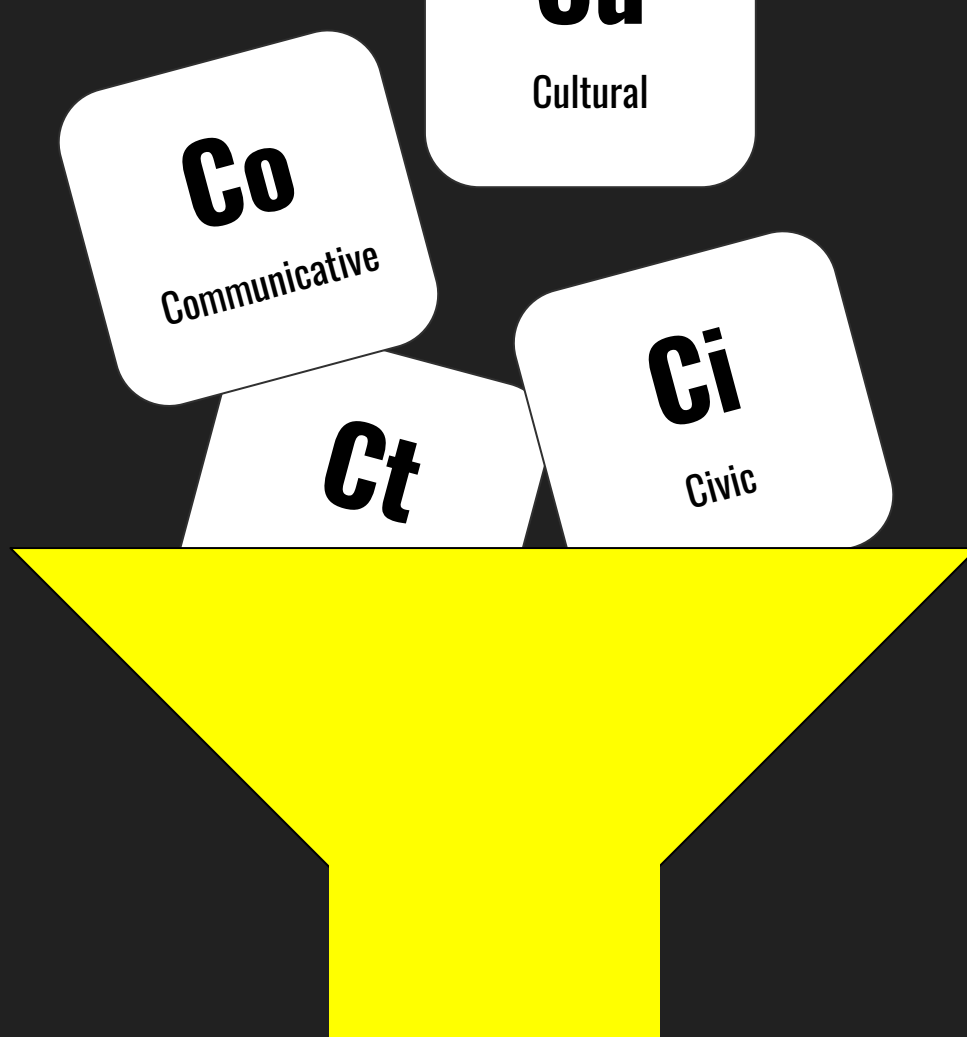
Traditional context

+

New twist

=

**DIFFERENT LITERACY**



**Co**  
Communicative

**Cu**  
Cultural

**Ci**  
Civic

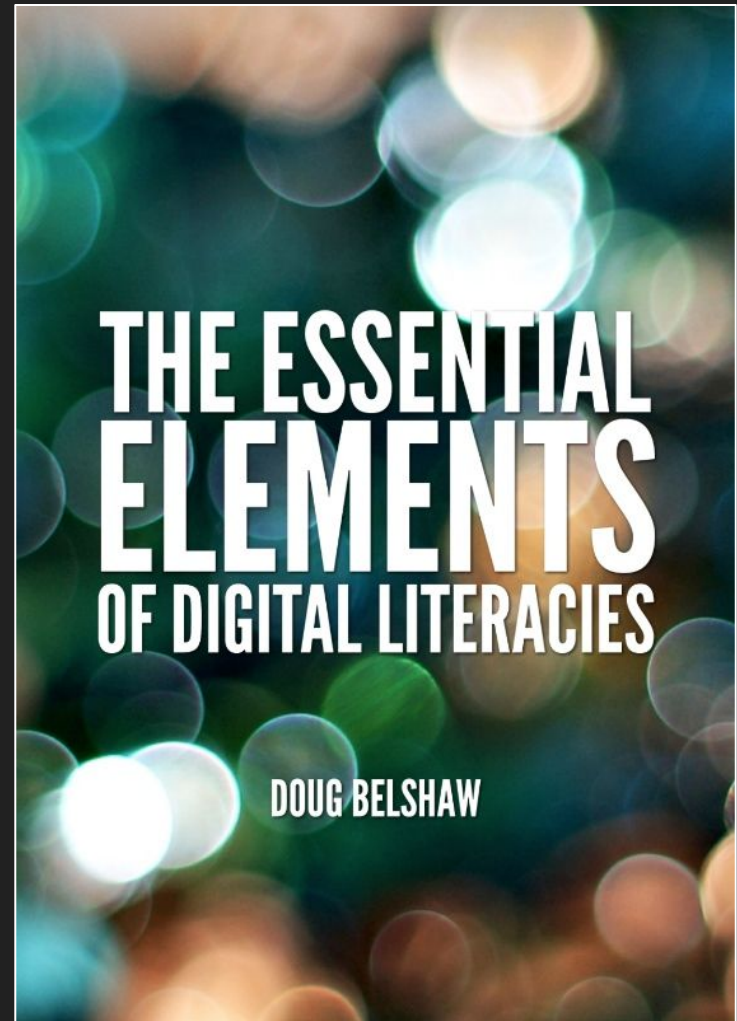
**Ct**

Updated and rewritten version of  
my doctoral thesis

<http://digitalliteraci.es>

OpenBeta model

Now 'pay what you want'



# PART IV

Process Model

# 5

# STEP

# PROCESS

# MODEL

# 5

**1. DEFINE**

**2. ACCESS**

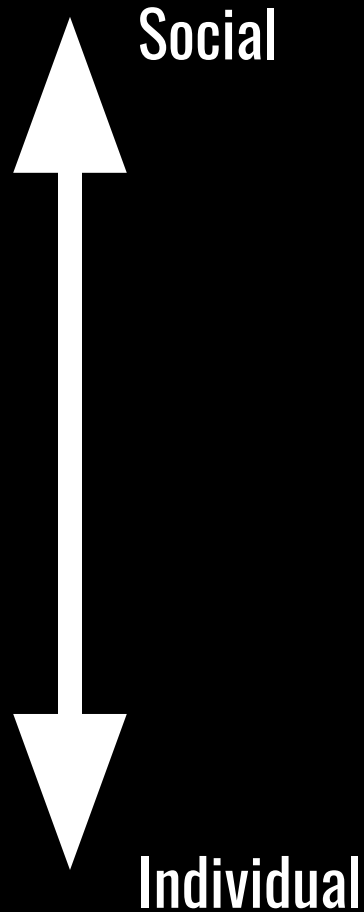
**3. UNDERSTAND  
& EVALUATE**

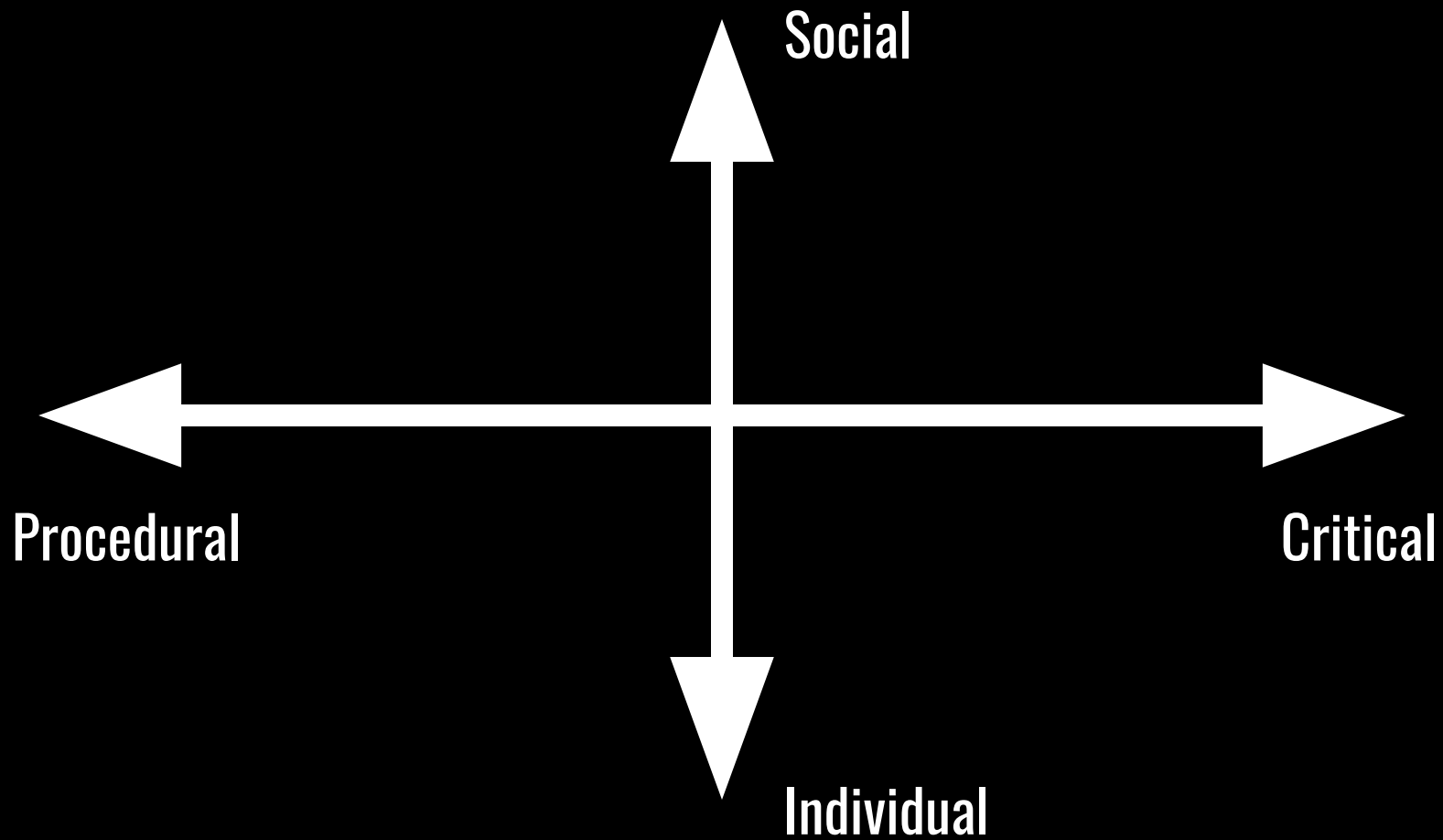
**4. CREATE 5. COMMUNICATE**

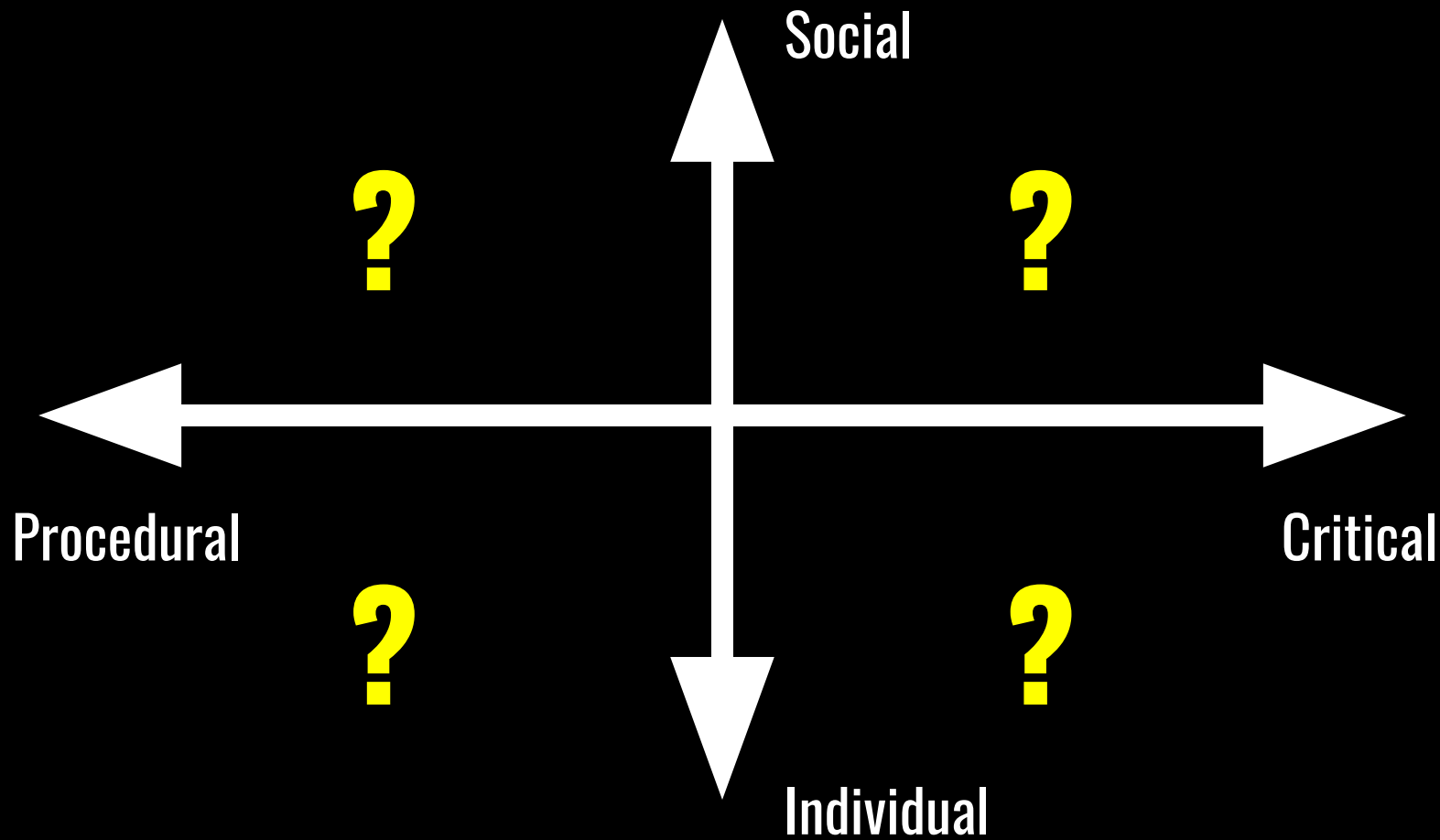
# Literacies exist on a spectrum (1)

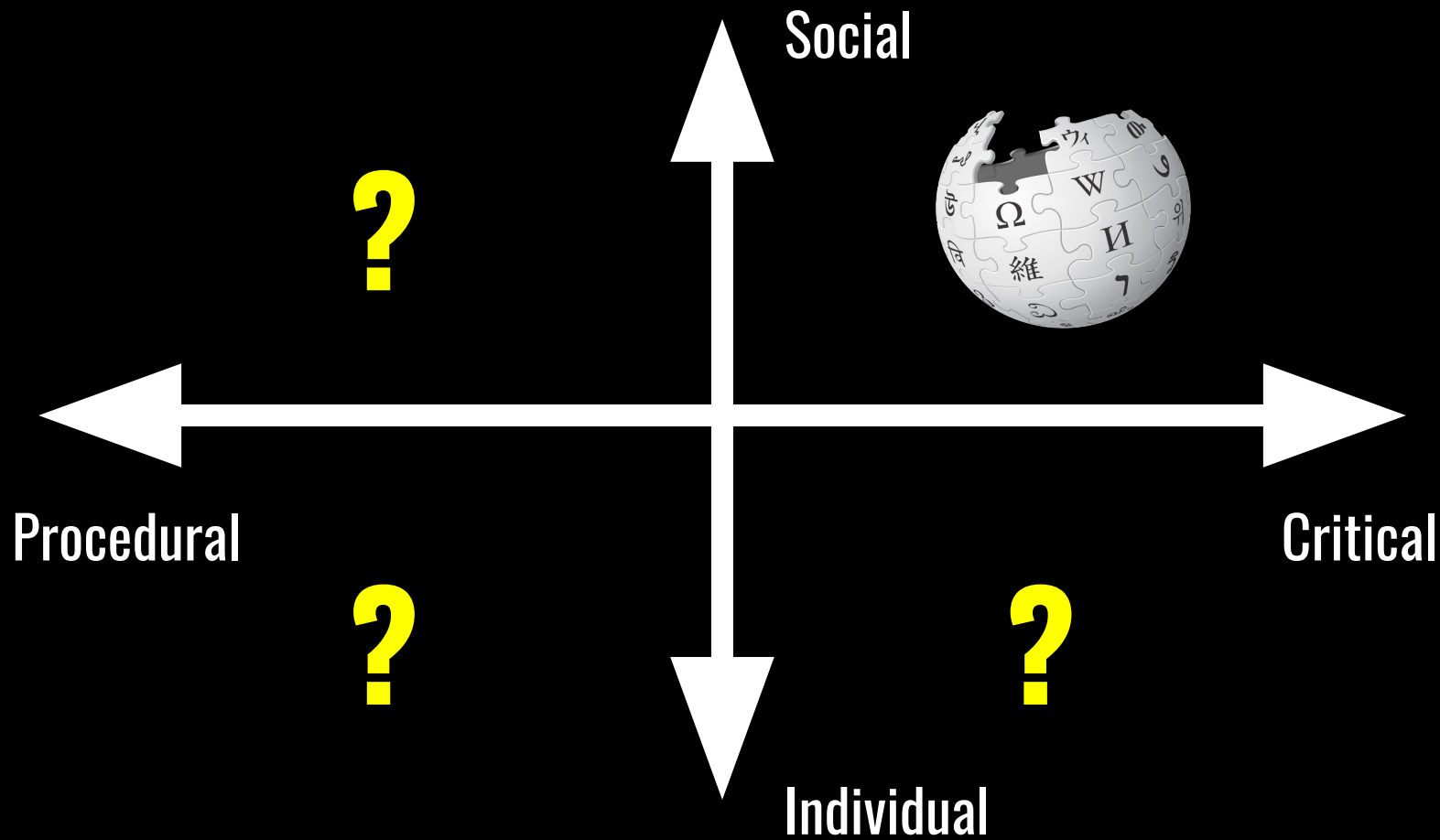


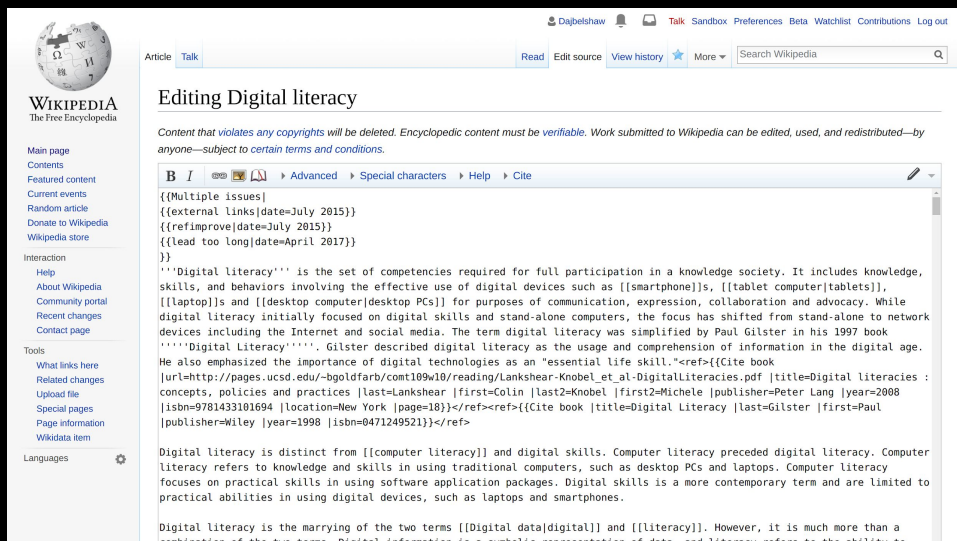
**Literacies  
exist on a  
spectrum  
(2)**











# EXAMPLE

## Contributing to an article on Wikipedia

# Cn

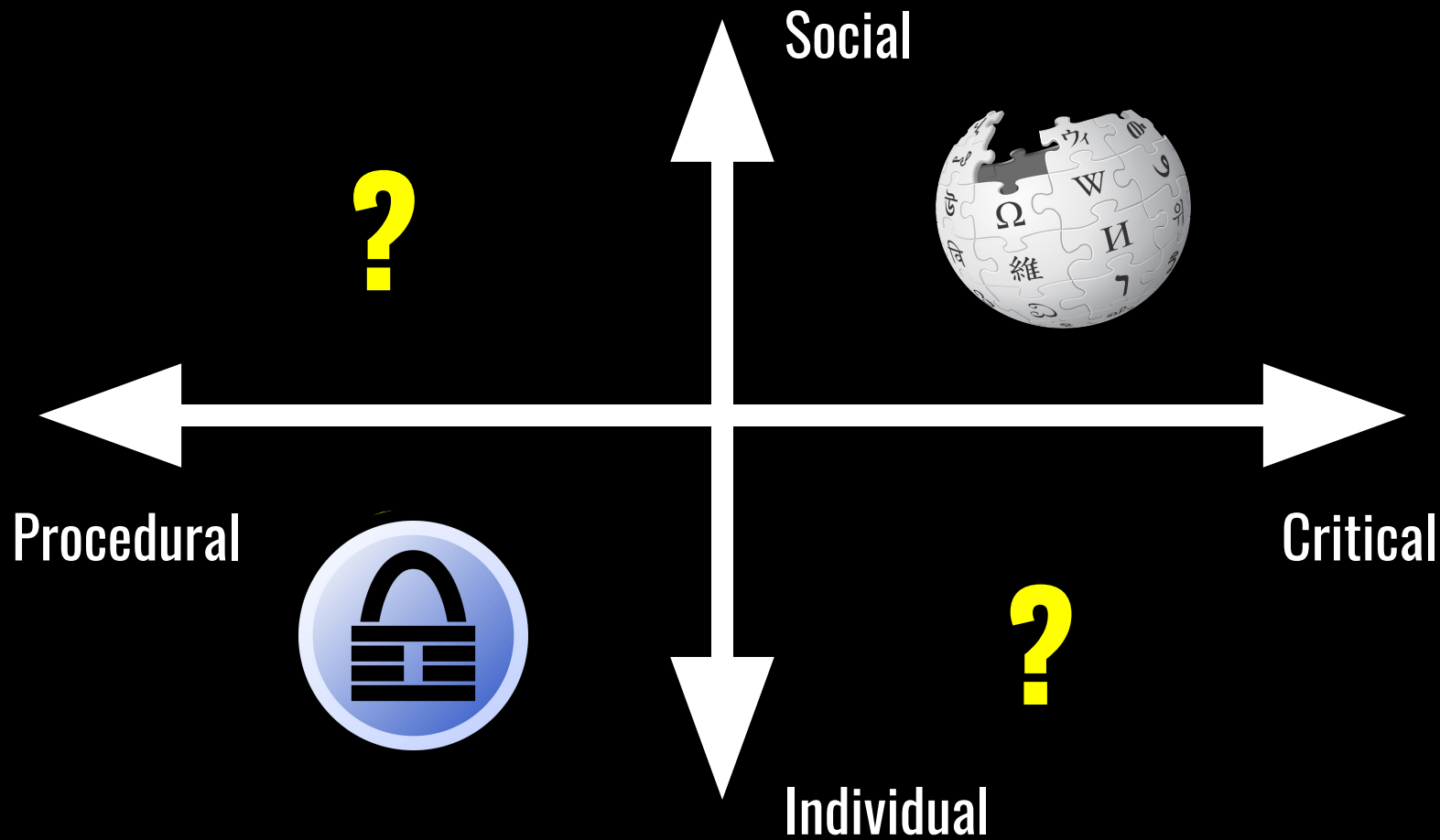
Constructive

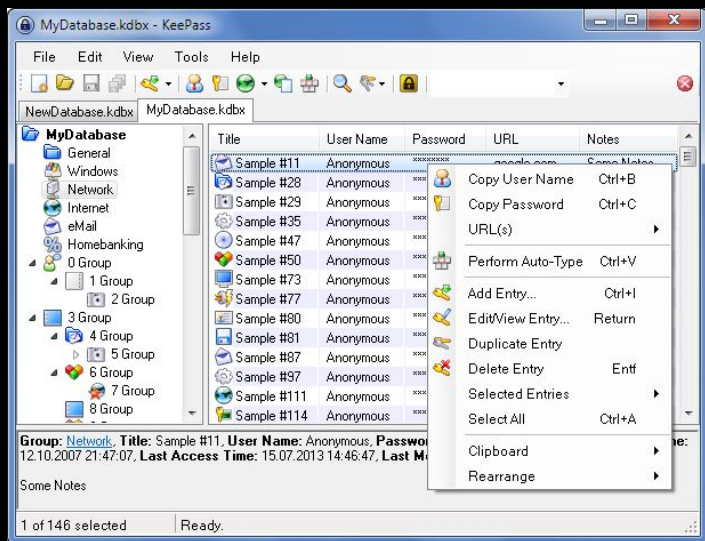
# Ct

Critical

# Ci

Civic





# EXAMPLE

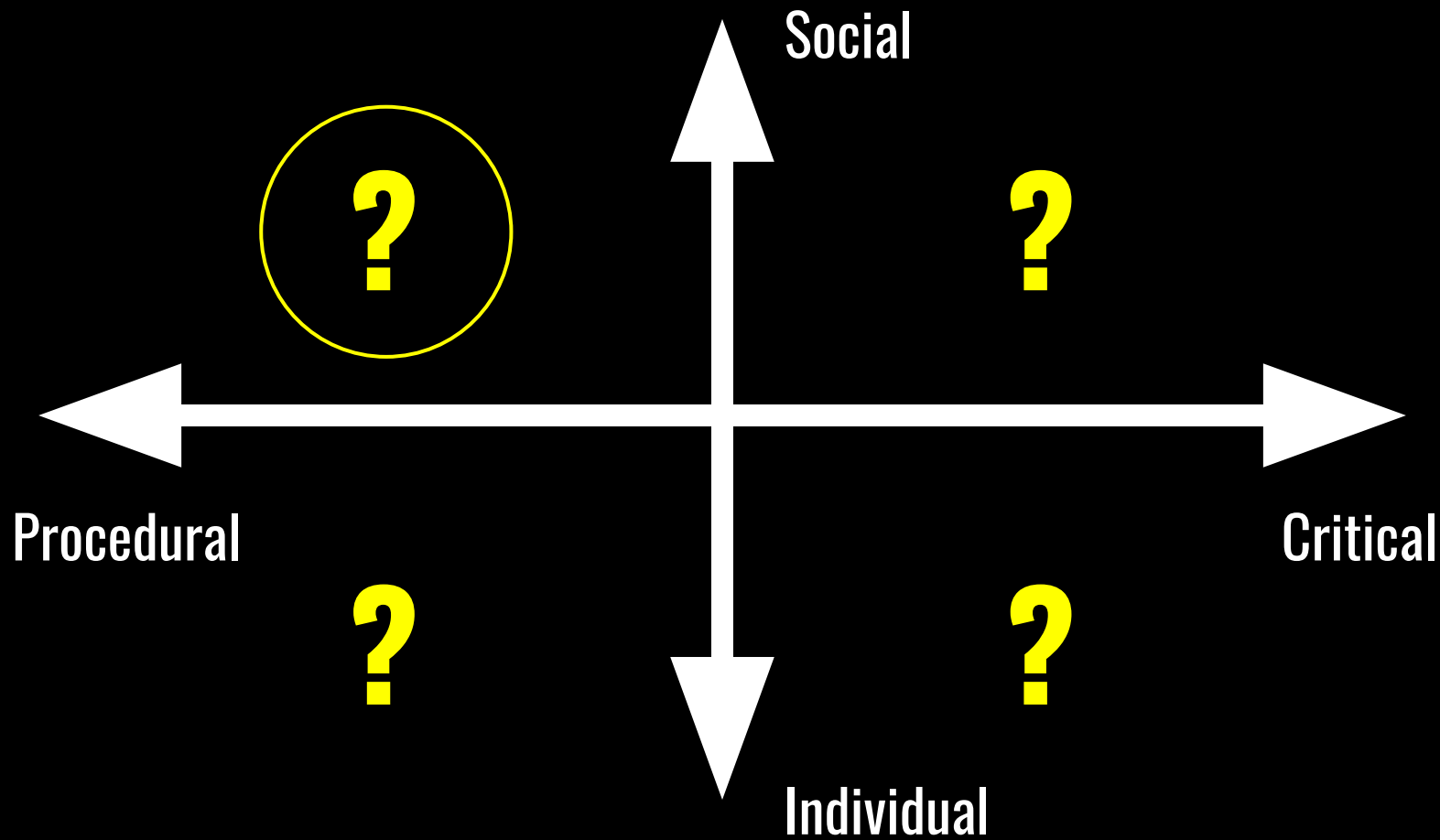
## Using a password manager

# Cf

Confident

# Cg

Cognitive



THIS ENTIRE  
STAFF MEETING  
COULD HAVE  
BEEN AN EMAIL.

YOU WOULDN'T  
HAVE READ THE  
EMAIL.



?

?

?

Making an appropriate (and funny) **meme**?

THIS ENTIRE  
STAFF MEETING  
COULD HAVE  
BEEN AN EMAIL.

YOU WOULDN'T  
HAVE READ THE  
EMAIL.



**Cu**

Cultural

**Cr**

Creative

**Cn**

Constructive

Making an appropriate (and funny) **meme**?

# PART V

Parting Shots

Do these and **good things** will happen:

1. Understand literacies as being plural and about power
2. Talk to one another about your context  
(org/sector/global)
3. Approach off-the-shelf frameworks and case studies  
with extreme caution



# QUESTIONS

## Social

- [twitter.com/dajbelshaw](https://twitter.com/dajbelshaw)
- [linkedin.com/in/dajbelshaw](https://linkedin.com/in/dajbelshaw)
- [mastodon.social/@dajbelshaw](https://mastodon.social/@dajbelshaw)

**SPARE SLIDES**

# Deliberate practice

## Examples given:

- “Shoot the basketball into the hoop while standing 8-12 feet from the hoop at a 45 degree angle.”
- “Play this section at half speed, without errors.”
- “Create four test blog posts using the Starter Template, with photos inserted at the top and middle of the post.”

(p.117)



# Deliberate practice

Let's apply that:

- Configure every social network you are part of so that your updates are completely private and viewable to no-one other than yourself.
- Compose 20 tweets that all use exactly 140 characters.
- Create 10 tweets using the same widely-used hashtag (e.g. #edchat) and engage with anyone who favourites, replies, or retweets you.



"Communications tools don't get  
**socially interesting** until they get  
technologically boring."



Clay Shirky



A CERTIFICATE  
IS JUST AN  
OFFLINE  
BADGE...

St John  
Ambulance



# STUDENT FIRST AID

This is to certify

Ben Belshaw

attended a first aid course

on 7/4/17 at

Signature

Sus Keller

Chief Executive, St John Ambulance

For topics covered, see the reverse of this certificate

## BUILD YOUR OWN FIRST AID COURSE

Please stamp the pale green box for each module completed

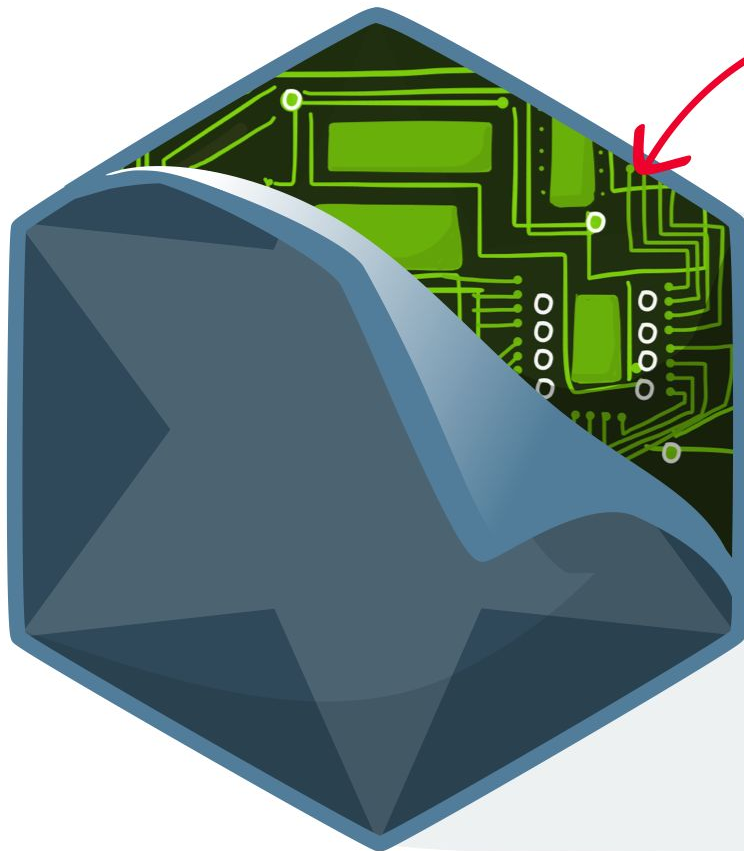
### 20 MINUTE MODULES

- ☐ Allergic reaction
- ☐ Asthma
- ☐ Bites and stings
- ☐ Bleeding and bruising - minor
- ☐ Burns and scalds
- ☐ Choking
- ☐ Chest pains
- ☐ Childhood conditions
- ☐ Communication and casualty care
- ☐ Fainting
- ☐ First aid kit
- ☐ Foreign objects
- ☐ Low blood sugar
- ☐ Meningitis
- ☐ Poisons
- ☒ Primary survey
- ☐ Seizures
- ☐ Shock
- ☐ Stroke

### 30 MINUTE MODULES

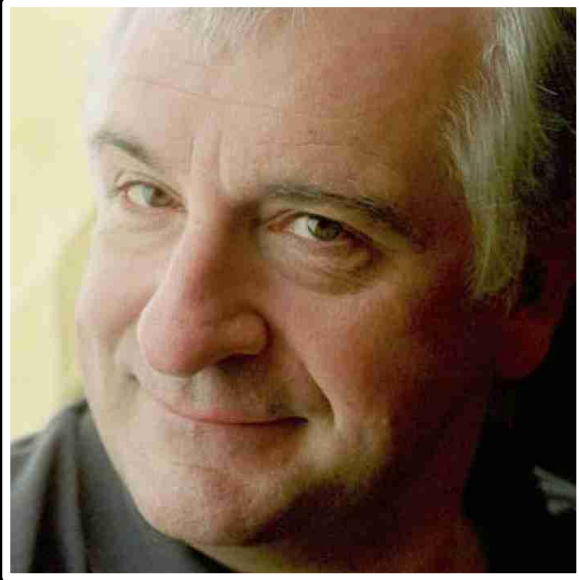
- ☐ Bone, muscle and joint injuries
- ☐ Choking (all ages)
- ☐ Head injuries
- ☐ Heat and cold - extreme
- ☒ Recovery position
- ☐ Resuscitation (adult)
- ☐ Resuscitation (child & infant)
- ☒ Severe bleeding
- ☐ Spinal injury
- ☐ Use of AED (11+ only)

WITH FIRST AID  
**SKILLS,**  
**ANYONE**  
**CAN BE THE**  
**DIFFERENCE**  
**BETWEEN A LIFE**  
**LOST**  
**AND A LIFE**  
**SAVED**



**THERE'S  
DATA INSIDE!**

badge name  
badge URL (description)  
badge criteria  
badge image  
issuer  
issue date  
recipient  
tags  
alignment (standards)  
expiration date  
evidence URL



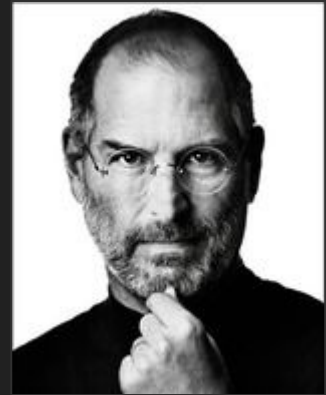
**“We are stuck with  
technology when  
what we really want  
is just stuff that  
works.”**

**(Douglas Adams)**

1. **Take a photo** of something interesting with your mobile device.
2. **Edit it** (e.g. crop / change colour / draw on top of it)
3. **Send it** to someone / your network (use the #digilit hashtag!)

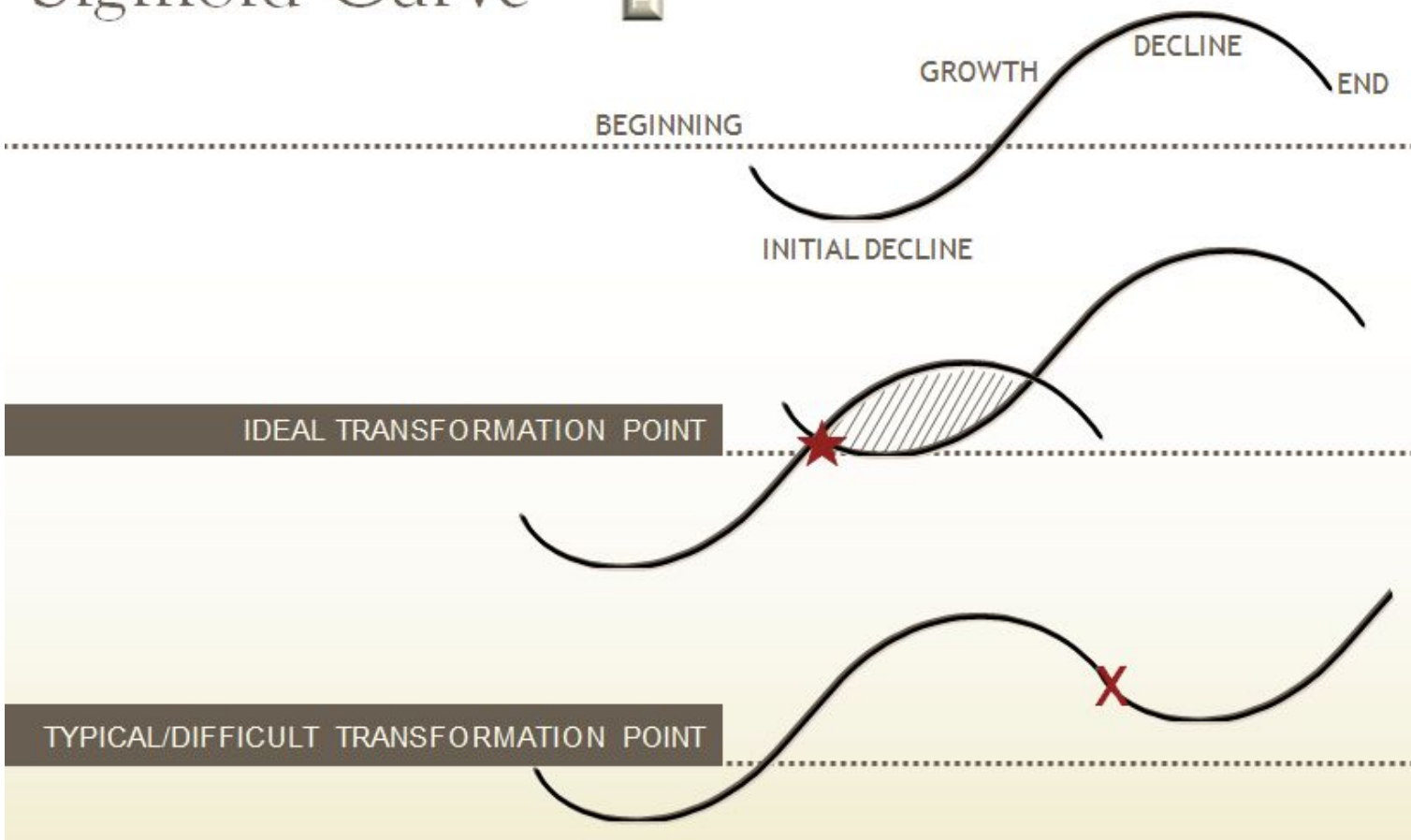
**“Everything around you that you call life was made up by people that were no smarter than you. And you can change it, you can influence it...**

**Once you learn that, you'll never be the same again.”**

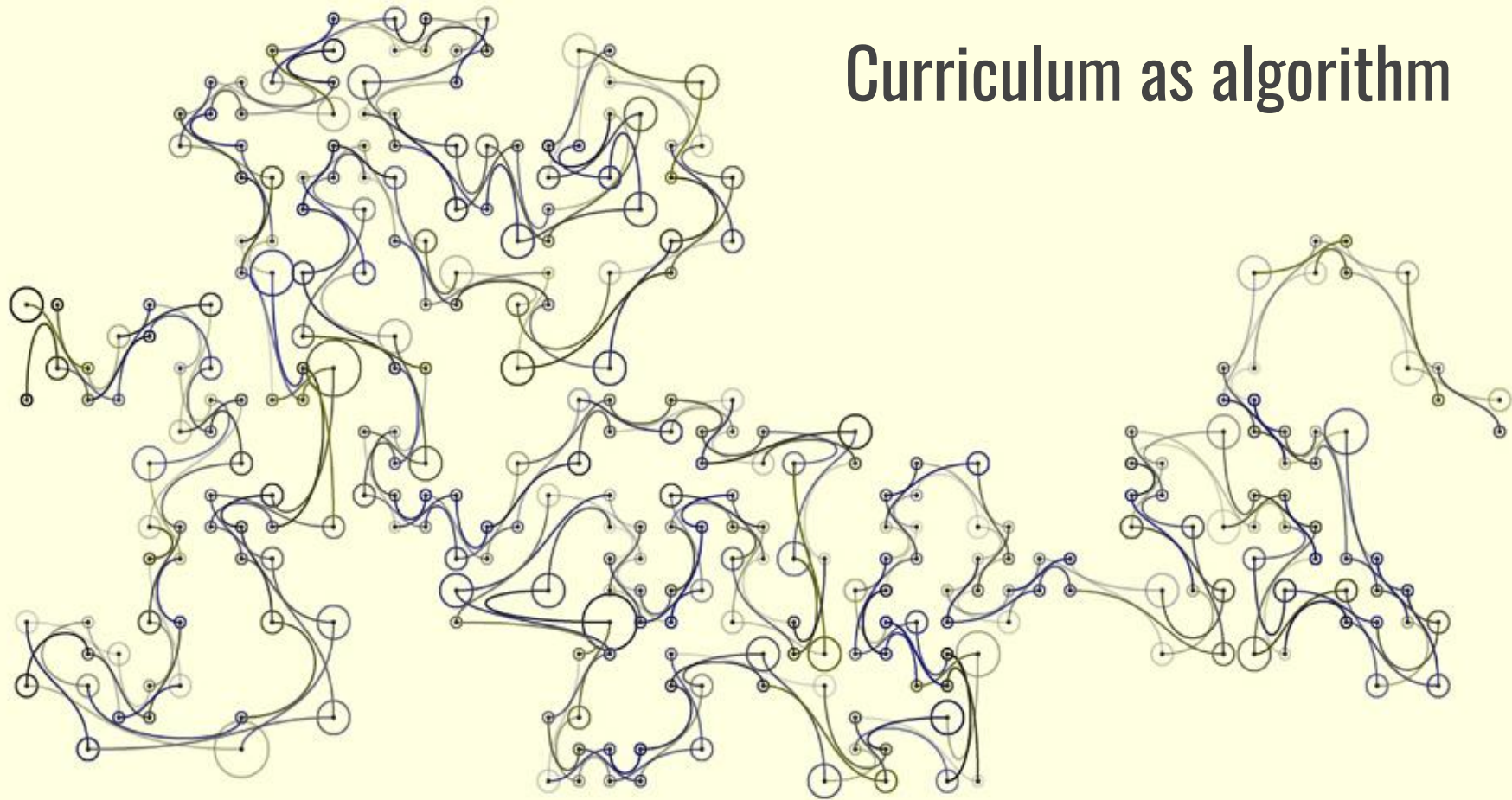


**Steve Jobs  
(1955-2011)**

# Sigmoid Curve



# Curriculum as algorithm



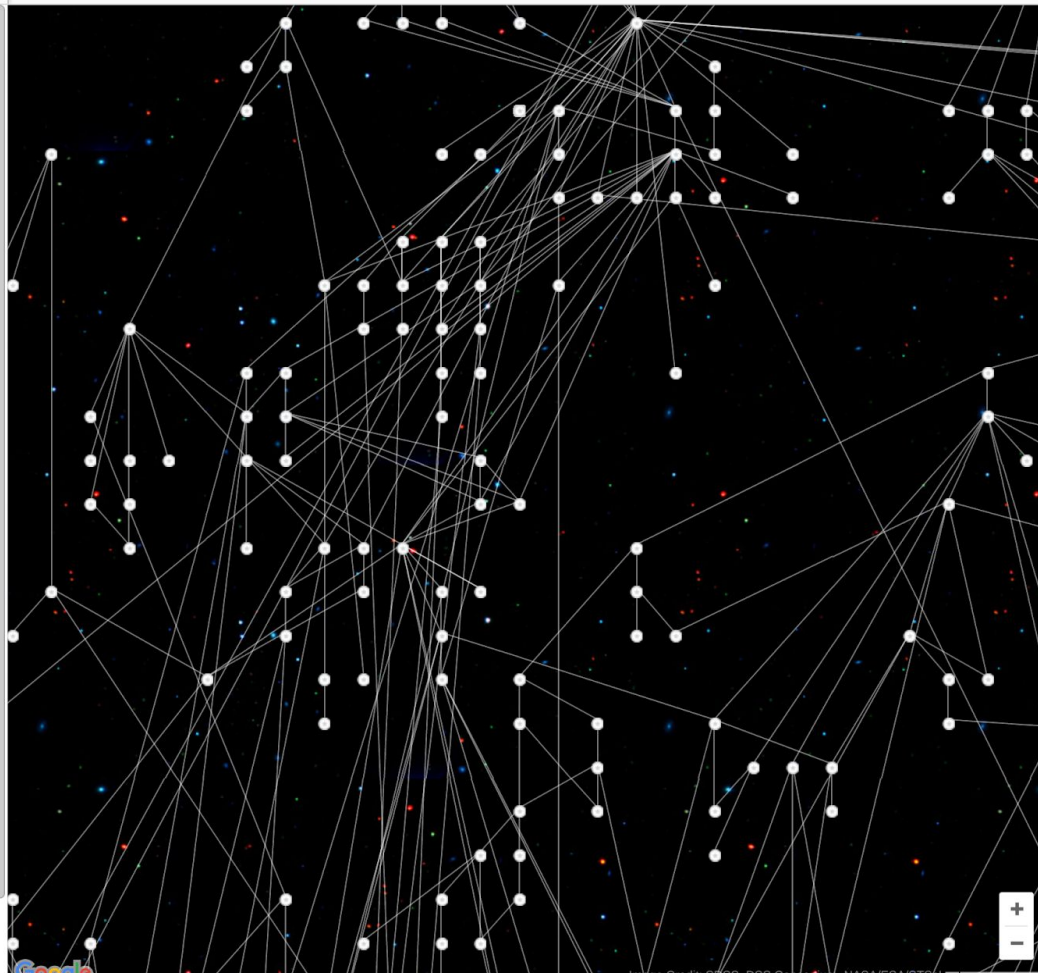
1. Continuously-curated learning content and activities
2. Formative feedback
3. Multiple pathways to diverse goals
4. Flexible accreditation

Curriculum as algorithm



## Knowledge Map

- Count with small numbers
- Compare size
- Name shapes 1
- Numbers to 100
- Missing numbers
- Count in pictures
- Count in order
- Find 1 more or 1 less than a number
- Count objects 1
- Compare numbers of objects 1
- Comparing numbers to 10
- Count objects 2
- Making 5
- Add within 10
- Compare numbers of objects 2

WARNING: Some links may be broken – [Vital Statistics](#)

[Pull requests](#) [Issues](#) [Gist](#)

## Doug Belshaw

dajbelshaw

I'm a consultant who helps people and organisations improve their use of technology. Co-founder of @WeAreOpenCoop #digilit #edtech #coops #openbadges

Dynamic Skillset

Northumberland, England

<http://doughelshaw.com>

[Overview](#)[Repositories](#) 29[Stars](#) 68[Followers](#) 19[Following](#) 13

### Pinned repositories

[Customize your pinned repositories](#)

#### ≡ radical-participation

Forked from impress/impress.js

A presentation for the Durham Blackboard Users conference in January 2015.

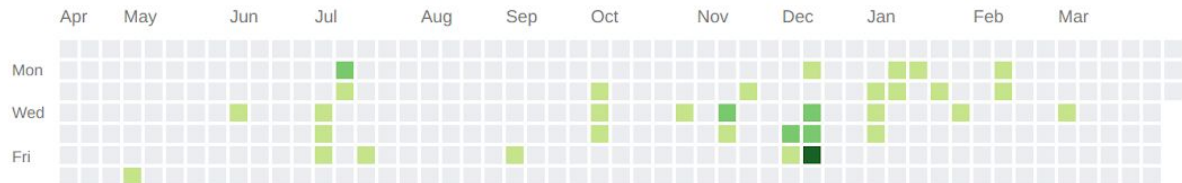
JavaScript

#### ≡ thoughtshrapnel

Website for thoughtshrapnel.com

HTML

### 187 contributions in the last year

[Contribution settings](#) ▼

[Learn how we count contributions.](#)

Less More

# A CONSTELLATION OF PATHWAYS



THOUGHT: CARLA CASILLI @bryanMMathers

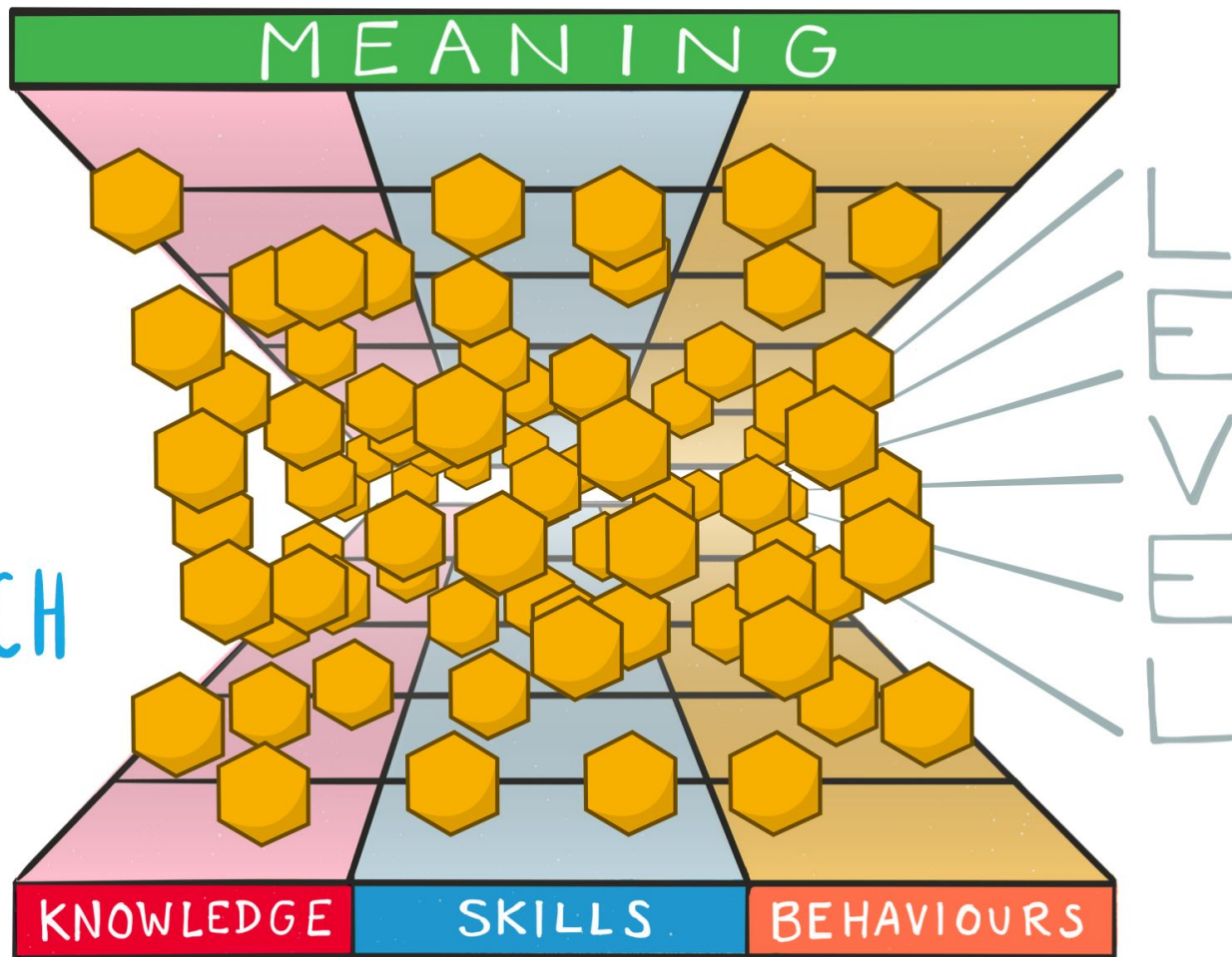


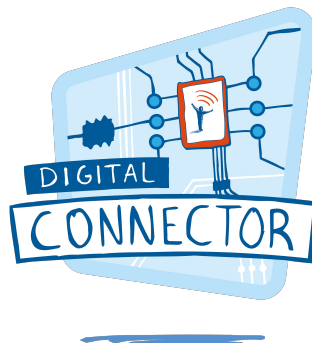


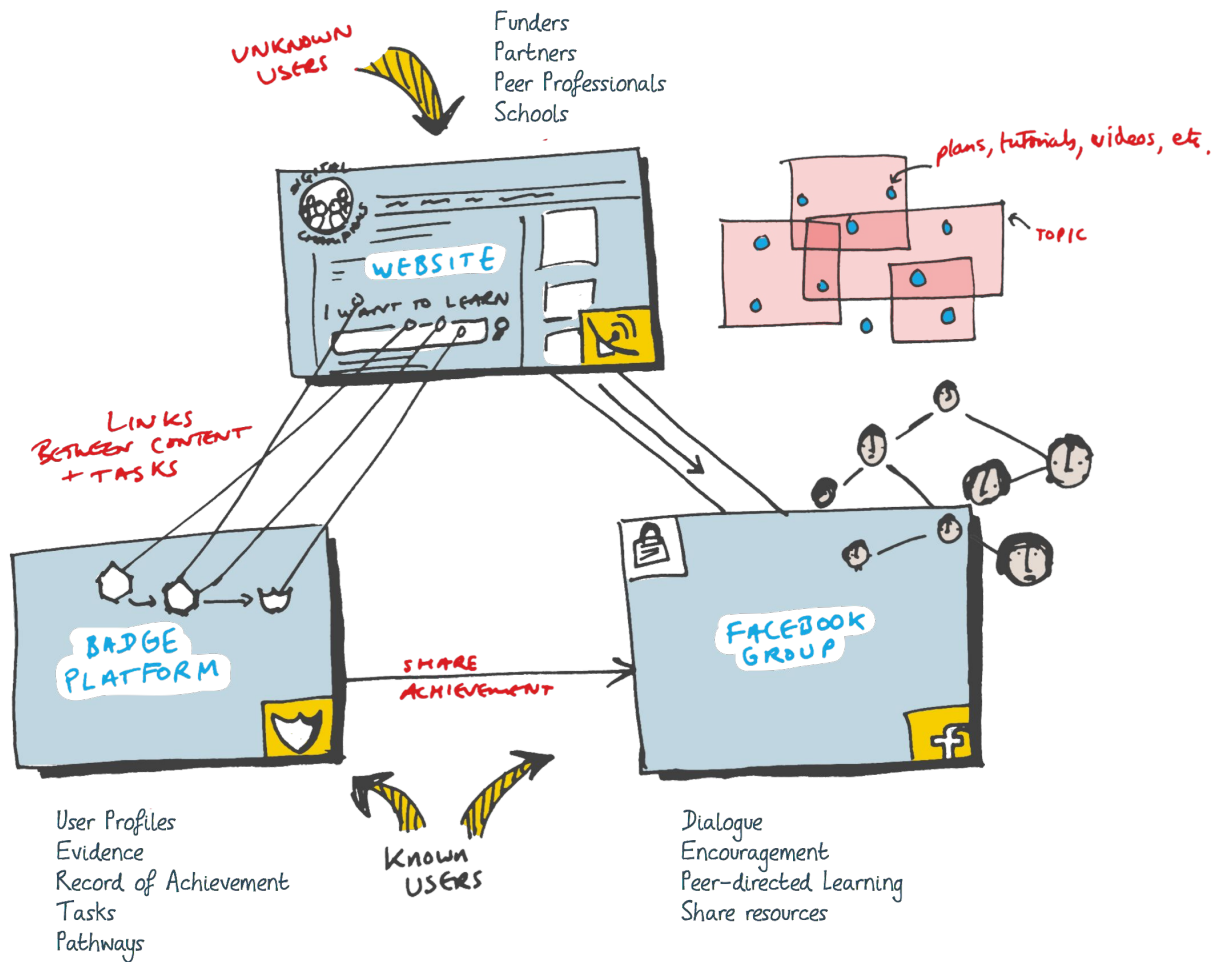
V0.2

@bryanMMathers

# DIGITAL SKILLS SANDWICH



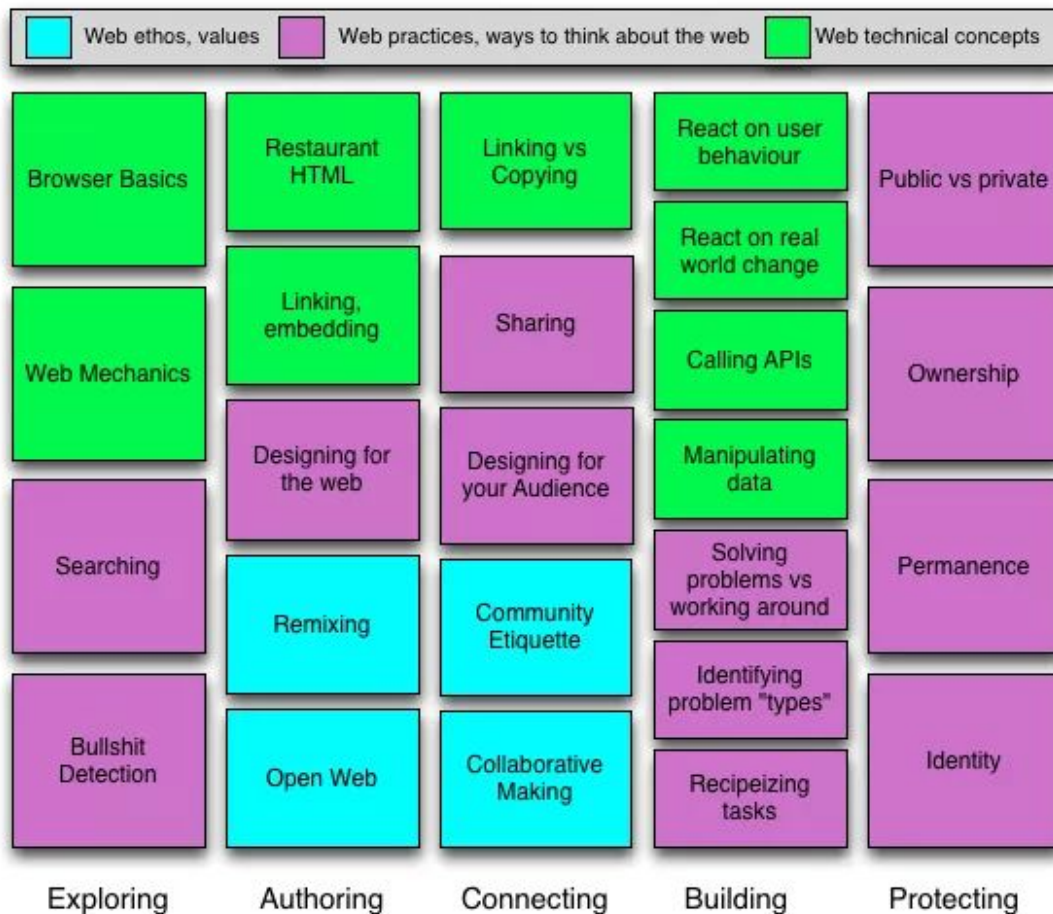




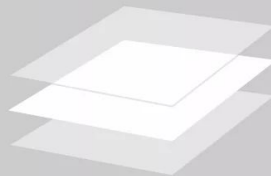
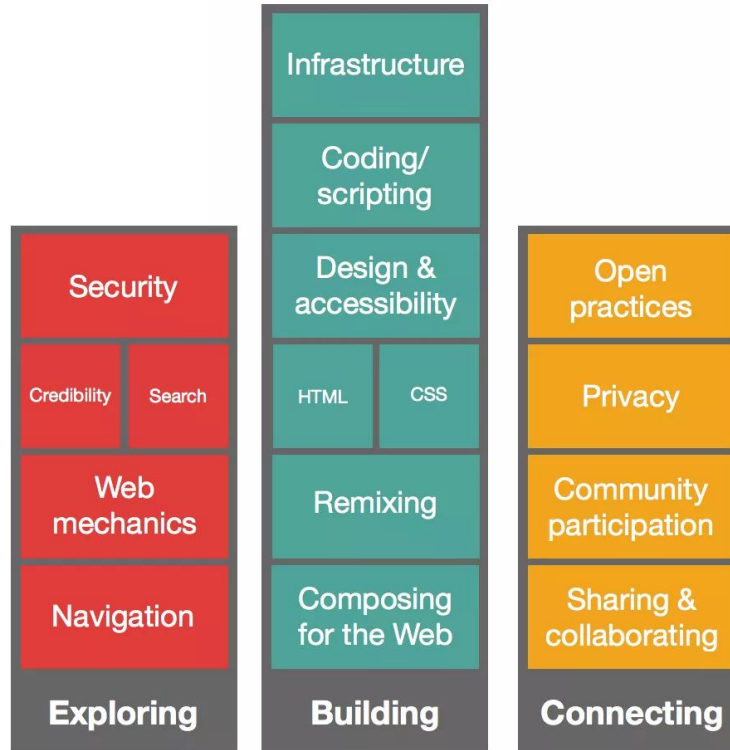
**moz://a**



# Web Literacy? (v 0.1 alpha)



2012

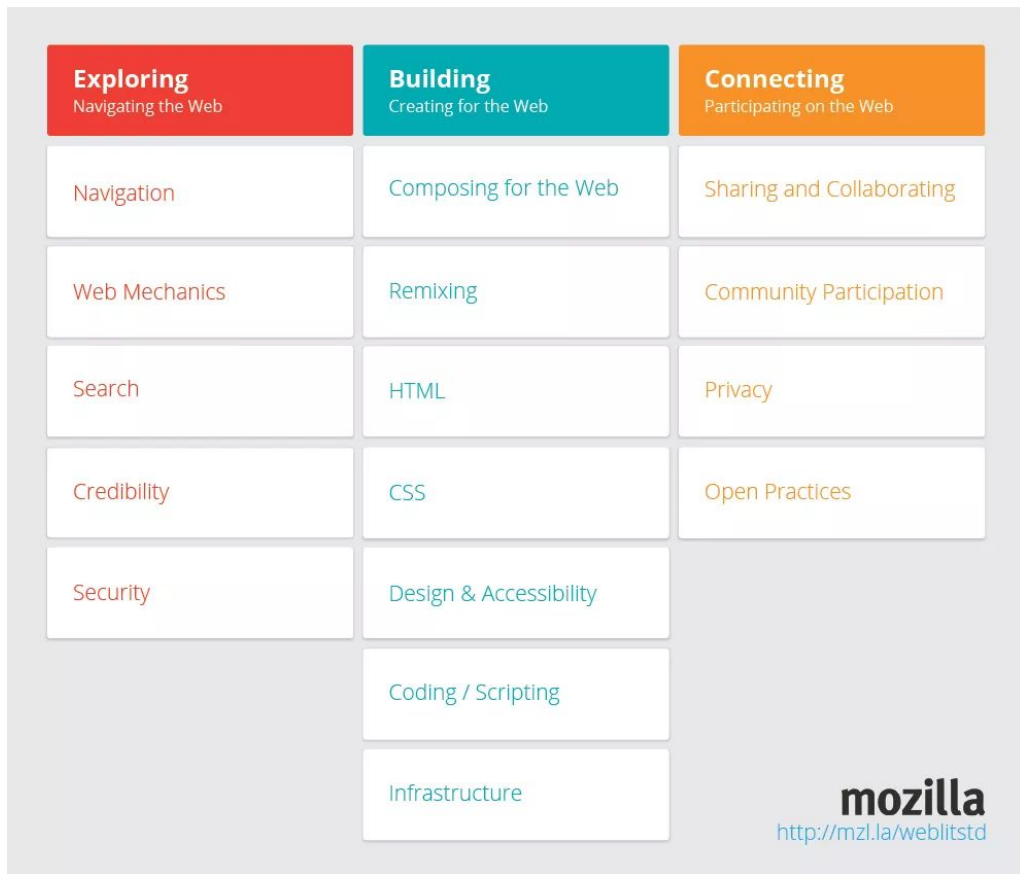


This is a **competency**-level grid existing between a more granular **skills** layer (e.g. ‘tabbed browsing’) and a **literacies** layer (e.g. ‘identity’)

Early 2013

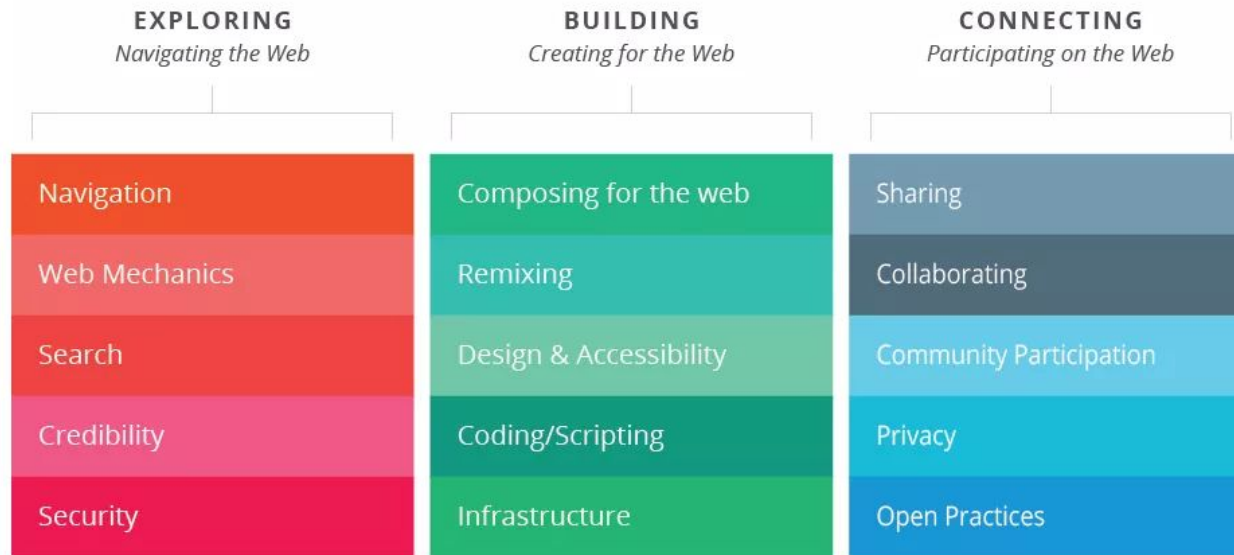
# Web Literacy Standard

Version: RFC (July 2013)



Late 2013

# Web Literacy Map



VERSION 1.1

2014

We've changed! Looking for easy ways to get started? Try out our [Tools](#), Or remix something in the [Gallery](#).

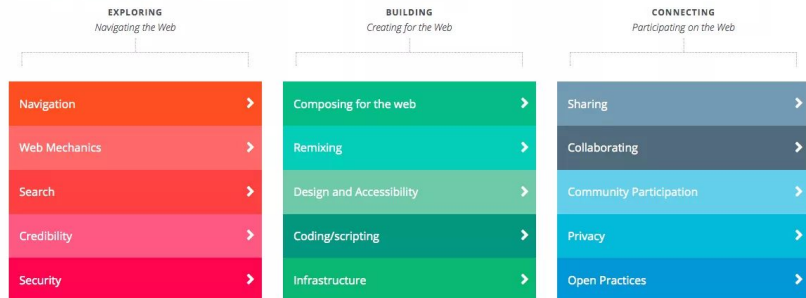
# Resources for teaching and learning



**Teach and learn digital skills and web literacy.** The pages in this section are full of fun things to discover, make and teach. Our global community is continually adding new activities, lesson plans and tutorials from across the web that make it easy to learn by doing. Anyone can use these educational resources—they're free, open and backed by [Mozilla's non-profit mission](#).

Webmaker educational resources are backed by [Mozilla's Web Literacy Map](#), covering the complete set of skills people need to thrive in today's digital world.

## Web Literacy Map



## Discover new skills. Then share them with others.

Learn through hands-on making and doing. Then share what you've learned with others. Webmaker resources are designed to make it easy and fun to teach everything from searching and navigating to coding and scripting, digital citizenship and protecting online privacy. Try [creating your own](#) teaching kits to share with other educators and mentors around the world.

### Discover

**Get your feet wet.** Introduce yourself to new digital skills quickly through fun things to read, watch, listen or share.

### Make

**Get your hands dirty.** The best way to learn is through hands-on making and building! Create web pages, multimedia videos, or remixes that help you learn practical skills as you go.

### Teach

**Share what you know.** Anyone can teach with Webmaker. Whether you're an educator in the classroom or an enthusiastic mentor, parent or friend, we've got activities and teaching guides that can help.

# Remixing

Modifying existing web resources to create something new

**Many of our greatest creative accomplishments are made as a reaction to someone else.** Nowhere is this more evident than on the web. Remixing the ideas of others by adding your own spin can let you turn something old into something new, talk back to media, or stand on the shoulders of giants to make your own statement on the web.

## Skills

- ✓ Identifying and using openly-licensed work
- ✓ Combining multimedia resources
- ✓ Creating something new on the web using existing resources

This page is evolving! Suggest your own links and resources to add. [Or get more involved.](#)

[Login to submit a resource](#)
[Discover](#)
[Make](#)
[Teach](#)


## Discover



### Listen to a remix

These mashups are songs made from bits of other songs.



[The Grey Album](#), DJ Dangermouse's remix of JayZ and The Beatles



[Girl Talk creating a mashup](#) on his couch by remixing Elvis Costello



[Pop Danthology 2013](#): a mashup of 68 different songs



### Watch DJ Kutiman's "Thru You" remix

A mashup [created by remixing hundreds of uploaded YouTube clips](#)

2014



**TEACHING ACTIVITIES**  
Activities and lesson plans  
to get you started



**EVENTS**  
Find gatherings near you,  
or host your own



**TEACH LIKE MOZILLA**  
Learn about our approach  
to teaching the Web



**Web Literacy**



**MOZILLA WEB CLUBS**  
Join our global community  
of local chapters



## Web Literacy



Web Literacy is the skills and competencies  
needed for reading, writing, and participating  
on the Web.

### Explore

Reading the Web

NAVIGATION	▼
WEB MECHANICS	▼
SEARCH	▼
CREDIBILITY	▼
SECURITY	▼

### Build

Writing the Web

COMPOSING	▼
REMIXING	▼
DESIGNING	▼
CODING/SCRIPTING	▼
ACCESSIBILITY	▼

### Connect

Participating on the Web

SHARING	▼
COLLABORATING	▼
PARTICIPATION	▼
PRIVACY	▼
OPEN PRACTICES	▼



### Contribute

*Join the community on defining Web  
Literacy at Mozilla*



### Learn More

*This whitepaper explores why Mozilla  
cares about Web Literacy*



### Get Reading

*Web Literacy is core to the Mozilla  
mission and values*

# Web Literacy

A framework for entry-level web literacy & 21st Century skills. Explore the map by selecting what you want to learn more about, to see definitions and activities.

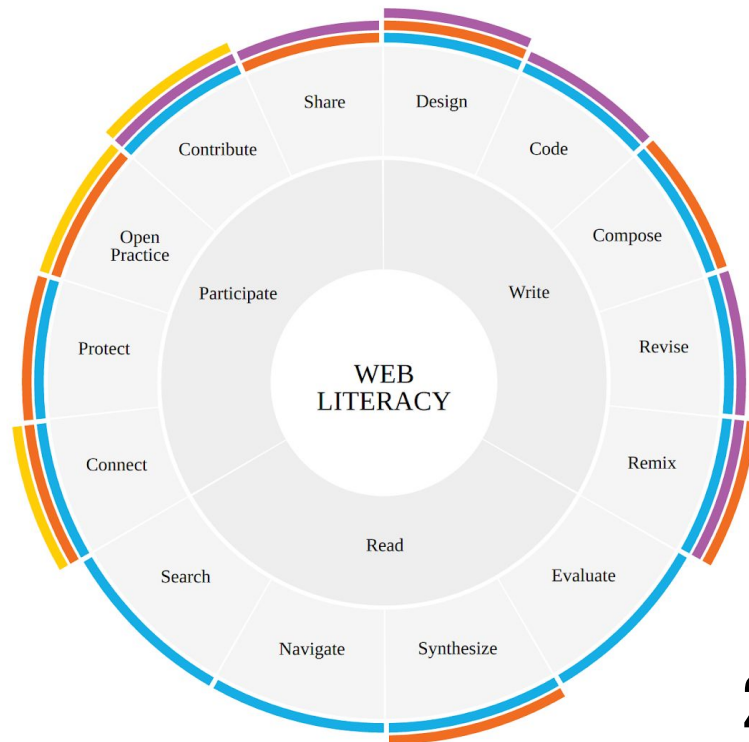
## 21st Century Skills

☒ Problem-Solving

☒ Communication

☒ Creativity

☒ Collaboration



2016+

1. Define your audience
2. Focus on verbs
3. Add version numbers

Creating a framework?



The diagram consists of three nested ellipses on a dark gray background. The innermost ellipse is dark gray and labeled 'Skills'. The middle ellipse is light gray and labeled 'Competencies'. The outermost ellipse is white and labeled 'Literacies'. The ellipses are nested and slightly offset, with the 'Skills' ellipse centered within the 'Competencies' ellipse, which is centered within the 'Literacies' ellipse.

**Skills**

**Competencies**

**Literacies**

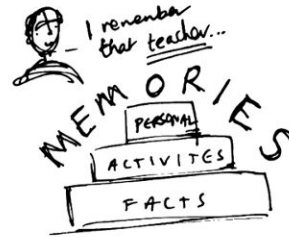
# Defining the cast

(backup activity)

SAFETY NET.  
TASTE ~~SUCCESS + FAILURE~~  
PART OF THE SCHOOL

WHY AM I HERE?  
BECAUSE I WANT TO BE  
BECAUSE I HAVE TO BE.

BELONGING?  
TO SCHOOL



MISSING CULTURAL CONTEXT.  
hard to interact with school.  
CLEANING LABOURER  
PARENTS.  
DON'T SPEAK ENGLISH WELL

NEEDS  
FRIENDS  
TECHNICAL ENGLISH  
CULTURAL  
GOOD ENGLISH  
RESPONSIBILITY.  
ROMANIAN  
ANNA RESILIENT  
12  
COUNTRY TOWN  
SETTLED.  
→ DRIVEN

MOTIVATED.  
GREAT AT LANGUAGES  
CONFORMS — IT'S A PASSPORT  
NO CULTURAL CAPITAL

NARROW VIEW → BROAD VIEW  
EDUCATION

ACHIEVE → JAIL  
INTERESTED IN MUSIC  
(BUT NOT SCHOOL MUSIC).  
[RISK TAKING]  
INVISIBLE

ENGLISH. ART SPORT  
NEED  
OPEN UP A BIT.  
SELF AWARENESS  
SEE THE OPTIONS  
Small FAMILY  
BIG TOWN  
Niall 14-15  
SINGLE MINDED  
STUBBORN  
IT'S HIS WAY OR IT'S NO WAY...

NEEDS  
SMALLER TARGETS/GOALS.

SMART ALEC  
SUPPORT AT HOME.  
podraig 14  
Bright & bored  
Constantly in trouble  
Kicking a ball around - SPORT.  
disruptive.  
small comments  
make life more interesting.  
VILLAGE SCHOOL

THE  
CAST  
STUDENTS

never does bad enough for anyone to notice.  
ORLA  
AVERAGE STUDENT.  
(ordinary level).  
CITY.  
SOCIALLY RESERVED  
No MOTIVATION TO GET OUT OF THAT.  
FAILED BEFORE.

NEED.  
hook into learning  
WANTS  
A quiet life

Enough RE INFLUENCED  
15  
City School  
Single Sex  
BASKETBALL TEAM  
STRONG EXAM CANDIDATE.  
6-7As → COLLEGE.  
SCHOOL IS THE TRACK. THE SYSTEM SUITS.  
+ WORKS HARD  
RESILIENCE? OUT GETS

NEEDS  
SOCIAL CHALLENGE.  
CARE FOR HERSELF  
INDEPENDENCE  
PARENTS.  
VERY DIFFICULT  
+ SNA.  
Special relationship  
RITA 6  
DOWNS SYNDROME.  
MAINSTREAM SCHOOL  
SPIRITED  
SOCIAL CONSTRAINTS JUST TAKES OFF  
DIFFICULTIES  
RULES  
SOCIAL CONSTRAINTS JUST TAKES OFF

# Digital Fluency: Preparing Students to Create Big, Bold Problems

by Jennifer Sparrow ⌚ Monday, March 12, 2018 New Horizons 🖨 In Print 📄 PDF

How do we in higher education help students prepare for the future by becoming not only problem solvers but also problem creators?



**“Digital fluency is the ability to leverage technology to create new knowledge, new challenges, and new problems and to complement these with critical thinking, complex problem solving, and social intelligence to solve the new challenges.”** Digital fluency also requires excellent communication skills, new media literacy, and cognitive load management to address the issues, and concerns we face today and in the future.”

<https://er.educause.edu/articles/2018/3/digital-fluency-preparing-students-to-create-big-bold-problems>



Educators  
seem to love  
**'umbrella  
terms'!**



Search bar with a magnifying glass icon on the left, a vertical line icon in the center, and a microphone icon on the right.

Google Search

I'm Feeling Lucky

**Digital fluency** is the aptitude to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world.

**Digital fluency** is the ability to leverage technology to create new knowledge, new challenges, and new problems and to complement these with critical thinking, complex problem solving, and social intelligence to solve the new challenges. Digital fluency also requires excellent communication skills, new media literacy, and cognitive load management to address the issues, and concerns we face today and in the future.

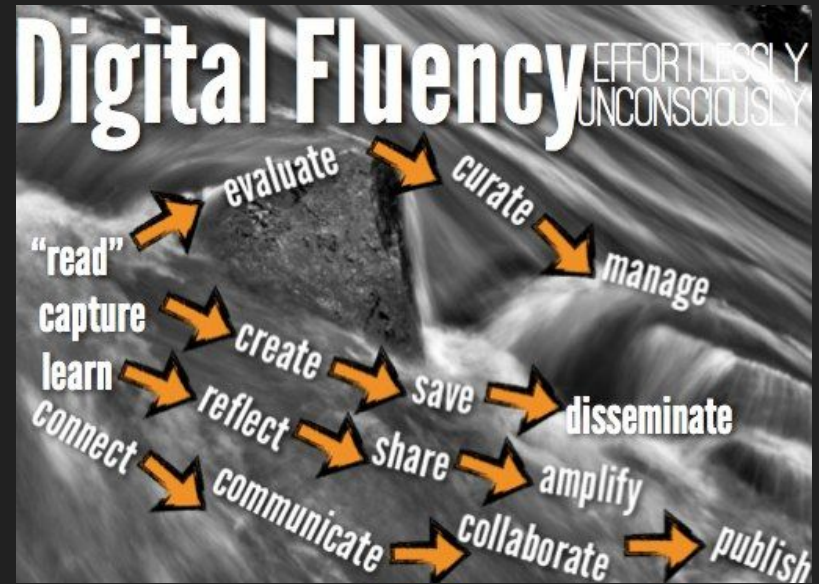
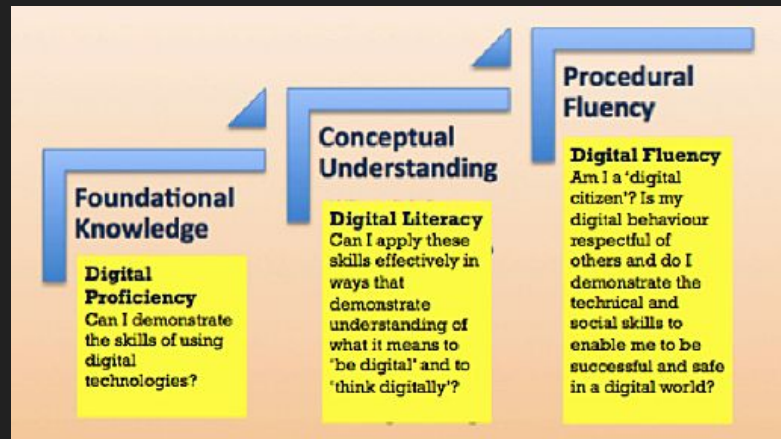
[**Digital fluency** is] the ability to use technology effectively to achieve desired outcomes; knowing when and why to use particular tools and the ability to seamlessly combine tools together.

While many definitions of digital literacy focus on the development of basic digital skills and competencies, **digital fluency** goes one step further and focuses on the metacognitive skills required to transfer those digital skills from one technology to another, and to make sound, nuanced decisions about technology use.

Digital literacy and **digital fluency** describe students' capability in using digital technologies to achieve desired outcomes.

The essence of **digital fluency** is to make core critical thinking and information literacy skills relevant to the needs of the digital environment.





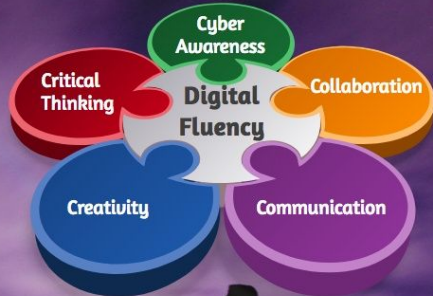
## Digital Fluency

### Critical Thinking

Can discern real from fake news, analyze data, and can do unbiased research.

### Creativity

Leveraging technology to build, produce, and explore.



### Cyber Awareness

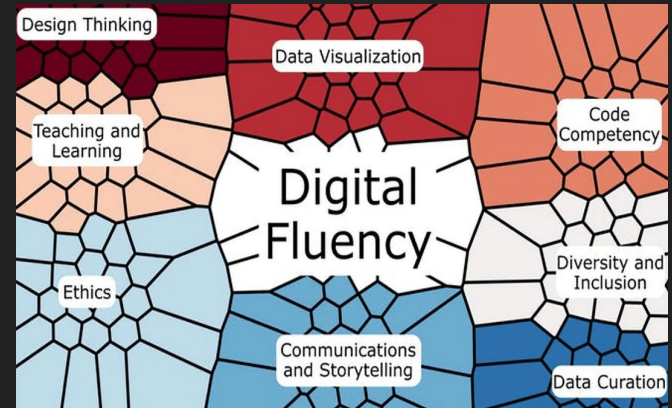
Understanding one's digital footprint, respects privacy, rights, and shows empathy.

### Collaboration

Connecting globally, advocating for social causes, and uses technology for good.

### Communication

Acts with empathy, is respectful, and mindful of others in a globally connected world.



**"digital fluency"**

Search term

**"digital literacy"**

Search term

+ Add comparison

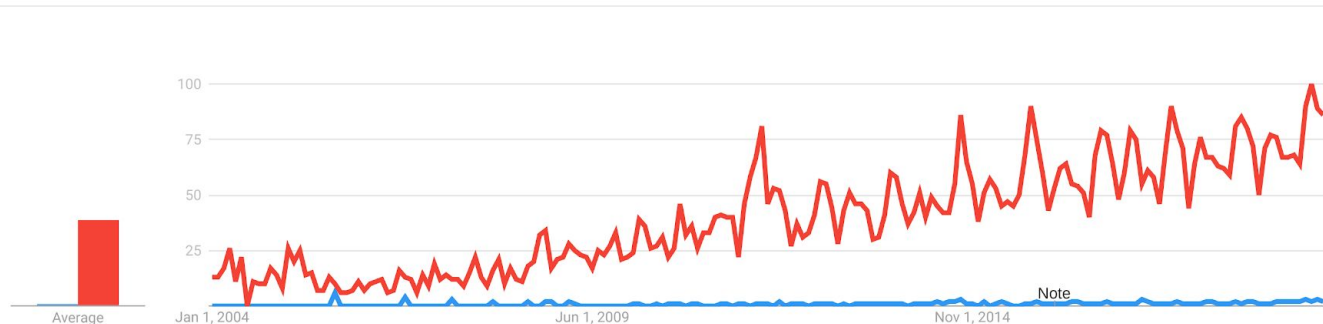
Worldwide ▾

2004 - present ▾

All categories ▾

Web Search ▾

Interest over time ?



Compared breakdown by region

Region ▾

**"digital fluency"****"digital literacy"**

Sort: Interest for "digital fluency" ▾